DOCUMENT RESUME

ED 356 148 SO 022 064

AUTHOR Weber, Jane
TITLE Literary Connection: Poet-Tree. Teacher's Guide.
PUB DATE 91
NOTE 11p.; Adopted from a lesson entitled, "Those Giving Trees," by Judith K. Bock (Lake Villa, Illinois).
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Childrens Literature; Elementary Secondary Education; *Geography Instruction; *Reading Instruction; Reading Materials; Teaching Methods; *Trees

ABSTRACT

This lesson plan is designed for grade levels 2-12 to show how children's literature may be used to teach geography and reading at the same time. The focus of the lesson is on trees, and how humans interact with their environment. The information for teachers includes: grade level, purpose, time needed, theme, description, materials needed, objectives, procedures, and extended lessons. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED356148

LITERACY CONNECTION

POET-TREE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
JANE WEBER
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Jane Weber
Carterville Grade School
Carterville, IL 62918

SO 022 064

BEST COPY AVAILABLE

THE LITERARY CONNECTION - TEACHER'S GUIDE

TITLE OF LESSON: "POET-TREE"

AUTHOR: Jane Weber, Carterville Grade School, School Street, Carterville, Illinois 62918
(W) 618-985-2456, (H) 618-985-2051
Adapted, for my classroom, from a lesson created by: Judith K. Bock, Intermediate School, Lake Villa, Illinois 60046, "Those Giving Trees".

GRADE LEVEL: 2-12

Purpose: Geographic literature may be incorporated into daily classroom curriculum in several ways. One is to present topical content, focusing on a geographic theme. An integrated curriculum can be developed utilizing a wide variety of materials. This lesson's focus is on reading. Integration of the geographic topic, trees, into other disciplines will be illustrated in the section titled: Extended Lessons.

TIME NEEDED: 3-4 class periods, depending upon the number of students in the class and the extent and depth of the discussion.

GEOGRAPHIC THEME: Human Environment Interaction

DESCRIPTION: The following lesson plan is designed to incorporate geographic content with reading. There is a wide selection of reading materials being used to emphasize how geography and reading may be taught at the same time. The main focus of this lesson is trees. Many different points of view are presented, as well as different reading levels. In order to successfully complete the assigned task, the students will need to read assigned selections according to their reading abilities. The students will,likewise, need to interpret and evaluate those selections in order to successfully complete the assigned worksheet. The major orginizing idea reinforced by this lesson is: To gain valuable information about trees and their role as a vital contributing element within our lives and environment.

The goal of this lesson is to have the students compose a collaborative poem expressing their thoughts, emotions, and/or opinions about a tree based on the reading selection. The students will be engaged in a Concept Development Instruction Model that requires the use of basic skills such as listing, grouping, labeling, regrouping, and synthesizing.

MATERIALS NEEDED:

1. Overhead projector
2. Marker for use with overhead projector
3. Green construction paper
4. Black markers
5. Tree trunk made of brown paper
6. Question Tree Worksheet
7. Books or excerpts from the following books:

   The Giving Tree. Shel Silverstein. New York: Harper & Row 1964. Library of Congress Catalog Card No. 64-11840.

   The Lorax. Dr. Seuss. New York: Random House, 1971. ISBN 0-394-82337-0.

   The Search. An excerpt from Chapter 9: "The Soul of a Tree." Tom Brown, Jr. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1980. ISBN 0-13-796953-8.

   The Hidden Forest. An excerpt from Part III: "Fire Scar." Sigurd F. Olson. New York: Penguin Books, 1979. ISBN 0-14-00.5323-9.

   A Sand County Almanac. An excerpt form Part I: "Good Oak." aldo Leopold. New York: Ballantine Books, 1978. ISBN 0-345-27774-0.

   The Great Kapok Tree. Lynne Cherry. San Diego: Gulliver Books, 1990. ISBN 0-15-200520-X.

   Explore a Tropical Forest. National Geographic Society, 1989. ISBN 0-87044-575-2.

The First Forest. John Gile. Stevens Point Wisconsin. Worzalla, 1989. Library of Congress Card No. 89-91458. ISBN: 0-910941-01-7.

Birches. Robert Frost. New York: Henry Holt and Co., 1988. ISBN: 0-8050-1316-4.

OBJECTIVES:

Students will:

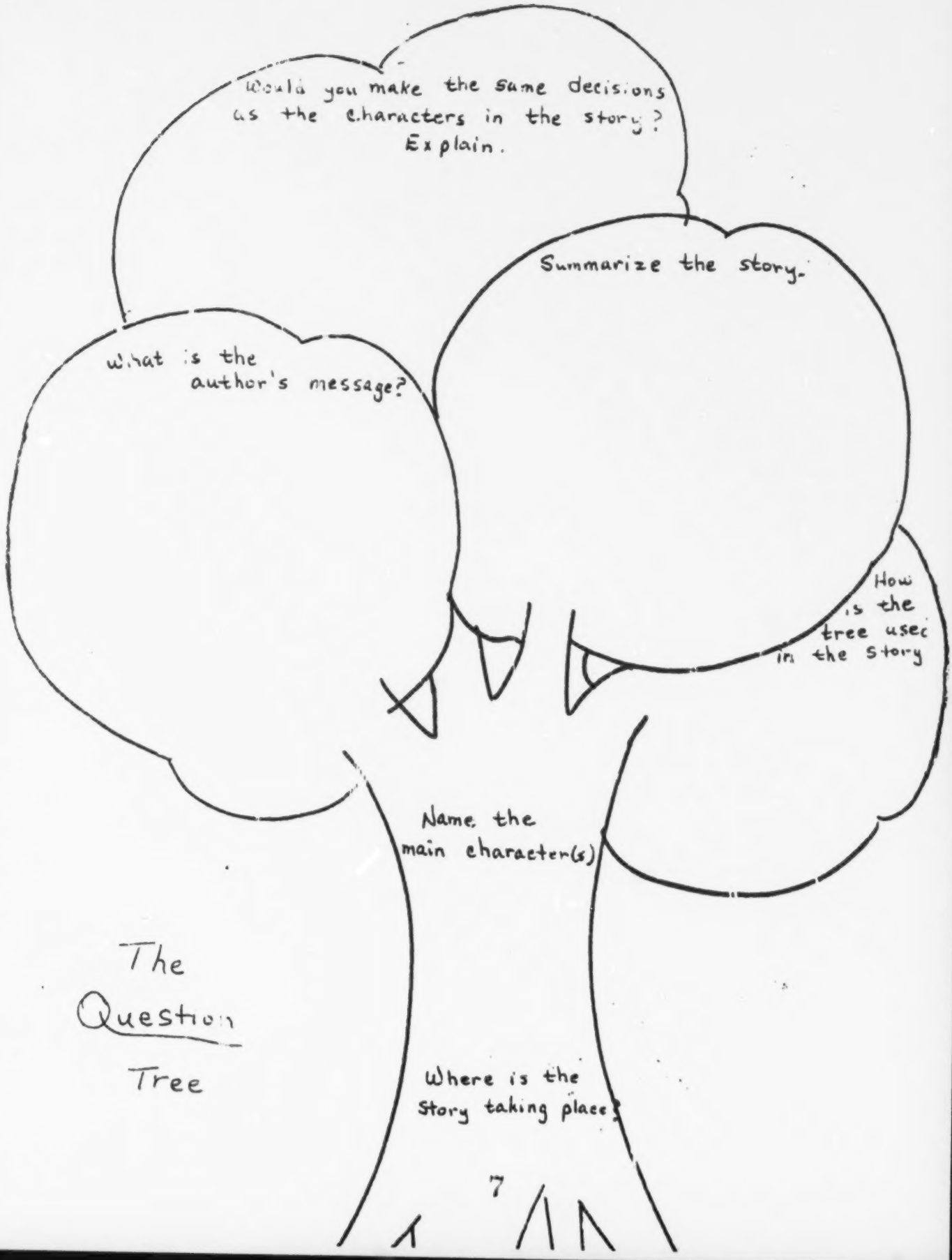
1. list various types of trees. (Knowledge)
2. identify products and uses of trees. (Knowledge)
3. read selections about trees.
4. diagram and evaluate the reading selection into component parts so its organizational structure may be understood. (Analysis)
5. relate information about their reading selection. (Analysis)
6. discriminate through discussion logical changes to the environment due to the trees. (Analysis)
7. create a poem. (Synthesis)

PROCEDURES:

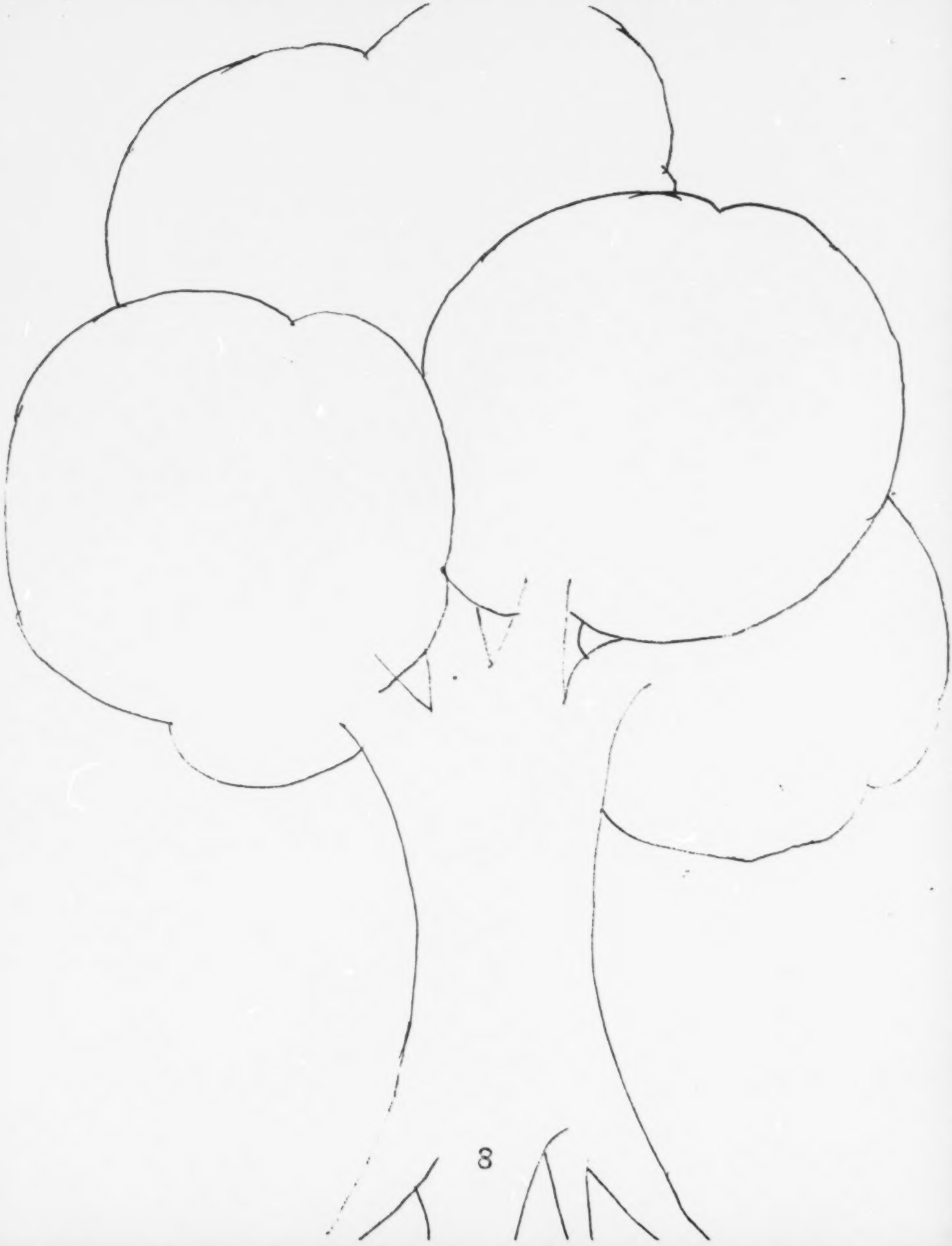
1. List as many names of trees as possible in a one minute time frame. Have students compile a second list of products and human uses of trees.
2. Introduce the term "renewable resource." A tree is a renewable resource because seeds can be planted to grow more.
3. Divide students into groups (either based on reading ability or use cooperative grouping) Assign the readings, each group receiving a different reading about a point of view/usage of trees. Tell students they will be expected to share what they have learned from their reading with the rest of the class.
4. Individually, students should complete the Question Tree Worksheet about the reading selection they read. They will discuss the worksheet in their groups and ap-

point a group spokesperson.

5. The group spokesperson will share information about the reading selection with the rest of the class.
6. Discuss the following:
   a. Refer to the list of uses of trees. What additional uses were discovered in the readings?
   b. How were the trees changed by humans? What natural changes occurred to the trees? Which type of change seems to be more destructive? Why?
   c. What changes were made to the surrounding environment due to the trees? Were these changes permanent?
   d. How could the trees have been treated differently in each reading selection?
   e. How does/can "renewable resource" apply to each reqding selection?
7. Individually, each student will write a one-line feeling/thought/expression about a tree based on the reading selection. The groups will get together again and arrange their one-liners into a stanza for a poem. The class' stanzas will be combined into one "Poet-Tree."
8. To evaluate the success of this lesson:
   a. Note first of all the enthusiasm of the students as they set out on the completion of their task.
   b. The accuracy with which they complete the Question Tree Worksheet.
   c. Active participation in the discussion of the lesson.
   d. Contribution of each student to the "Poet-Tree."


Would you make the same decisions as the characters in the story? Explain.
Summarize the story.
What is the author's message?
How is the tree used in the story
Name the main character(s)
Where is the story taking place?

The Question Tree



EXTENDED LESSONS:

SOCIAL STUDIES

Objectives

Students will:

1. complete a map showing the locations and regional distribution of various types of vegetation. (Theme: Location; Application)
2. create a collage showing uses of trees. (Theme: Human Environment Interaction;Application)
3. visit a tree farm or a nursery to get a better understanding of how trees are grown and harvested. (Theme: Place;Application)

SCIENCE

Objectives

Students will:

1. Investigate the destruction of the Tropical Rainforests and its affect upon the depletion of the earth's ozone layer. (Theme: Region; Synthesis)
2. debate whether a stand of trees should be removed for a new housing development. (Theme: Human Environment Interaction; Analysis)
3. identify types of trees from leaf samples from the local area. (Theme: Place; Analysis)
4. create a leaf collection booklet. (Theme:Place: Synthesis)
5. research a particular trees root system. Draw a picture showing the photosynthesis process. (Theme; Region; Analysis)

LANGUAGE ARTS

Objectives

Students will:

1. write a story classifying themselves as a tree. Their story must contain reasons why the characterize themselves as a particular type of tree. (Theme: Region; Synthesis)

ART

Objectives

Students will:

1. draw trees found around the school campus. (Theme: Place; Application)